

Edith Rose Nurseries Ltd Ascot



St John's House, 66 Kennel Ride, Ascot, Berkshire SL5 7NW

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| Inspection date | 13 August 2019 |
| Previous inspection date | 27 May 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-----------------------------|--------------------|----------|
| | Previous inspection: | Outstanding | 1 |
| Effectiveness of leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Children show confidence as they explore the environment and make independent choices in their play. They are happy, settled and develop good friendships.
- Partnerships with parents are good. The manager encourages regular communication and involves parents in all aspects of the children's learning. The manager values parents' contributions and regularly discusses children's development and next steps.
- The manager regularly monitors children's progress. She uses this information to identify any gaps in their learning. This enables her to work with staff and parents, to agree on the additional support needed, to help children to catch up if necessary.
- Older children gain the skills they need for the future, including school. For example, they learn to dress themselves independently and complete simple tasks.
- Leaders regularly seek the views of parents to help develop the provision. However, self-evaluation does not focus sufficiently on those areas for improvement which will benefit and enhance children's outcomes the most.
- Systems to monitor staff do not yet have a strong enough emphasis on incisively evaluating their practice, to help raise the quality to an outstanding level.
- Occasionally, staff do not respond to children's emerging interests to help to engage them in more challenging learning experiences.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve the arrangements for self-evaluation, in order to aim for the highest quality and standards
- strengthen the arrangements for the supervision of staff, to focus more precisely on raising the quality of the practice to an exceptional level
- respond consistently to children's emerging interests and engage them in more challenging learning experiences.

Inspection activities

- The inspector observed the interactions between staff and the children and considered the impact on their learning.
- The inspector spoke to parents and took account of their views.
- The inspector asked the staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they monitor children's learning and development.
- The inspector completed a joint observation of an activity with the manager and deputy manager and discussed self-evaluation with them.
- The inspector viewed relevant documentation, including evidence of paediatric first-aid training and public liability insurance.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the signs that a child may be at risk of harm. They know what to do if they are concerned about a child's welfare. Leaders use effective recruitment and mentoring processes to check and maintain the ongoing suitability of staff who work with children. They support staff well in their ongoing professional development. Staff complete regular training to update their knowledge and skills. For example, they have completed training on behaviour management, to gain a variety of strategies to manage children's behaviour using positive approaches. Leaders have established effective links with the schools the children will attend. They share information and assessments of children's learning and care needs, to help support children's transition between the nursery and school.

Quality of teaching, learning and assessment is good

Child-friendly, well-resourced play areas indoors and outdoors enable children to make choices in their play in all areas of learning. Staff support children's language and communication skills well. For example, they sing songs, read books and repeat words, to help support their listening and attention skills. Children benefit from good opportunities to develop their mathematical and physical skills. For instance, they throw balls through a hoop and count how many balls they successfully catch in a bin. Staff extend the play, such as holding the hoop higher to challenge children even further. Babies have great fun as they explore writing resources and make marks with enthusiasm. Older children develop good skills in speaking and listening. For example, they enjoy discussions about their families and people who are important to them, and recall their past experiences.

Personal development, behaviour and welfare are good

Children demonstrate good levels of emotional well-being. They chat happily to staff during everyday activities and respond well to their positive approach in behaviour management. For example, they understand and respect that some rules, such as only running when outdoors, help them to keep safe. Children have good opportunities to learn about the world in which they live, such as through regular visits in the local community to meet people beyond their own experiences. Staff provide children with good opportunities to develop their physical skills and learn about healthy lifestyles. For instance, children benefit from regular outdoor play, follow robust hygiene practices and learn about the importance of making healthy food choices.

Outcomes for children are good

All children make good progress from their starting points. They are eager to participate in activities and develop good listening skills. Older children show a good awareness of numbers and counting, and recognise the difference between heavy and light. Babies join in with activities to help develop their senses, such as using shredded paper to explore for animals.

Setting details

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| Unique reference number | EY413222 |
| Local authority | Windsor and Maidenhead |
| Inspection number | 10108761 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 34 |
| Number of children on roll | 35 |
| Name of registered person | Edith Rose Nurseries Ltd |
| Registered person unique reference number | RP529929 |
| Date of previous inspection | 27 May 2015 |
| Telephone number | 01344 885 800 |

Edith Rose Nurseries Ltd Ascot registered in 2010 and is situated in Ascot, Berkshire. The nursery is open each weekday from 8am to 6.30pm for 51 weeks of the year. The provider receives funding to provide free early education for children aged three and four years. There are 13 staff employed within the setting. The manager holds a qualification at level 6, one member of staff holds a qualification at level 5 and nine of the remaining staff hold relevant qualifications at level 2 and 3.

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